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ABSTRACT

This handbook is designed to aid the extension state director in determining high priorities, allocating resources, and planning future programs. It has four sections. Section I provides a clear definition of long-range plans and their relationship to major programs. Section II is for extension staff with responsibilities for identifying emerging issues, needs, and concerns; for making program and resource decisions; and for applying practical methods to result in effective long-range plans. It describes the six phases in developing long-range plans: identify a core planning team; develop a plan for planning; use existing background information; involve lay citizens and other nonextension professionals; determine high priority problems; and communicate and use planning decisions. Section III provides a process to develop major programs or decide the content. This section is organized according to what is needed in the eventual product, the written narrative text describing each major problem plan in the state plan of work. To develop programs, attention must be paid to the: situation, objectives, action, and evaluation. Section IV offers suggestions on preparing the major program plan form. It provides easy-to-use tools and sample forms for writing the narrative plan and the statistical and summary page. (YLB)

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CLIENTELE PROBLEMS

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CONNECTIONS

CLIENTELE PROBLEMS LONG-RANGE PLANS MAJOR PROGRAMS

A "How To" Handbook for Developing Extension Long-Range Plans and Major Programs

By:

Laverne B. Forest
Connie McKenna
Jane Donovan

Cooperative Extension Service
University of Wisconsin-Extension

April 1986

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We take full responsibility for whether we achieved those practical aims or not. We hope so.

LAVERNE B. FOREST, Ph.D., Professor, Continuing and Vocational Education, University of Wisconsin–Madison, and Specialist/Leader of Program Development and Evaluation, Cooperative Extension Service, University of Wisconsin–Extension. He was previously a county agricultural agent in Minnesota and has written many other pieces on planning, priority setting, and evaluation.

CONNIE MCKENNA, Ph.D., National Leader, Program and Staff Development, Extension Service, U.S. Department of Agriculture. She has been a high school teacher, a secondary school and university department chair, a university professor in teacher education and adult education, and a statewide extension administrator in Illinois and Nevada. She has done international extension work in Peru, West Africa, Micronesia, and Canada, and has written numerous publications on educational programs.

JANE DONOVAN, M.S., Instructor, Educational Services, St. Marys Hospital, Madison, Wisconsin. She has been an elementary classroom teacher, a long-range planning specialist, and has developed training workshops for program and career development.

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Introduction

It would be nice to serve everyone, but we can't. We must find our niche and concentrate on efficiently filling it.
Alabama Extension Specialist

An Extension state director studies data and reports submitted. Should Extension try to serve all the people of the state? Or should Extension focus its resources on farm efficiency and profitability, or food quality and marketing? Or should Extension move more resources to environmental and human development areas? What about community or government leadership development? Aren't they all important? How can some be strengthened without cutting efforts in other areas?

This handbook focuses on the above dilemma. Extension has the potential to address many challenges, opportunities, and problems of the people and communities it serves. However, Extension cannot address all problems—and certainly, not all at once. Some have to wait.

Handbook Organization

This handbook has four sections. **Select the section or sections to read** based on the following questions:

1. Do you understand the relationship between long-range plans and major program plans? Are you convinced of the need for long-range plans and major programs?

☐ NO → For a clearer definition of long-range plans and their relationship to major programs, go to SECTION I, page 1.

☐ YES

2. Do you have a long-range plan? Have you decided which major programs are needed to execute the long-range plan?

☐ NO → To set up a process for determining high priority problems as a basis for major programs, go to SECTION II, page 7.

☐ YES

3. Have you and your colleagues planned the content of each major program for which you are responsible?

☐ NO → For a process to develop major programs or decide the content, go to SECTION III, page 21.

☐ YES

4. Have you completed your major program plans? Do they meet acceptable standards?

☐ NO → For suggestions on completing major program plans, go to SECTION IV, page 35.

☐ YES **Congratulations!** You can soon begin implementing your major progam.

SECTION I:

Plans and Programs:
What and Why?

What Is a Long-Range Plan?

Extension must focus on mission, goals, and priorities that are realistically achievable with present and projected resources.
Pennsylvania County Staff

Planning means making value choices or setting priorities about what Extension intends to do in the future. The long-range planning process results in more effective, results-focused educational programs to meet high priority needs. Interim products of planning are the written major program plans, which communicate to others what will be done and provide ongoing guidance in planning and conducting Extension work. All Extension staff have short-range plans (one day, one week, one month, one year), sometimes intuitive and unwritten. But when these individual short-range plans are based on written, longer range plans and directions (four year, ten year, or longer), individual plans and programs can be more readily communicated, understood, accepted, and supported by others. This increased support will help achieve more impact.

Long-range plans are your connection between major clientele problems and major programs. Long-range plans include general statements of:

Mission,

Situation and need,

Broad goals,

Target clientele, and

Resources needed to implement programs.

What's a PROGRAM?

I never knew all of the things I did fit together until I planned a major program. It sure makes sense and made my work easier.
Wisconsin County Agent

The word "program" has many meanings. Here "program" means a **planned sequence of educational experiences** focusing on a single major purpose over a period of a year or more. Programs don't just happen. Each educational experience connects to and builds upon previous ones. All are related by a common theme or purpose.

Extension programs are educational. Extension educational programs help people learn. Extension program objectives thus focus on helping people solve their own problems by connecting knowledge to their problems through educational experiences. Learning new knowledge doesn't guarantee its use, but knowledge plus motivation can lead people to make changes in their attitudes and/or practices. These changes can help people solve or manage the problems they face, and set new directions for their lives, work, and communities.

What Makes a Program "Major"?

A major program is the connecting link between long-range plans and new research and knowledge. A major program focuses on a problem, concern, opportunity, or emerging issue judged to be of higher priority and more crucial for use of limited resources (staff, time, media, dollars) than many other problems Extension could address. Characteristics of a major program include the following:

Clientele challenge, opportunity, problem, or emerging issue is the focus; it becomes the basis for the objectives and thus the theme for a major program. Because a major program isn't necessarily organized around a single university discipline or subject matter, several disciplines, subject matters, and/or program areas can be involved.

The clientele problem selected is a higher priority than other problems. Hard data and documentation support this judgment.

Significant involvement from many levels within Extension and from other agencies effectively contributes to the planned learning experiences and events.

Extension has provided sufficient fiscal and human resources to make a difference on the clientele problem.

A major program is a visible, recognizable, and high profile effort.

A major program focuses on intended end results or consequences, and impacts that can be documented.

Why Long-Range Plans and Major Programs?

Programs are a mix of national needs, state research input, and local 'grass roots' people developing major programs in response to needs.
Minnesota State Specialist

National, state, and county level Extension staff are concerned with developing long-range plans. These plans serve as a basis—the connecting link—for developing major programs to respond more effectively to clientele problems with increasingly limited resources and dollars at all levels.

National Perspective

Nationally, elected and appointed officials are concerned:

The 1977 Farm Bill mandated a national assessment of the social and economic consequences of Extension programs.

In 1981, the U.S. House Subcommittee on Department Operations, Research, and Foreign Agriculture of the Committee on Agriculture conducted Extension Service Over-

CES must continue to respond to local needs but must continue the three-way partnership among local, state, and federal governments.
Kentucky Extension County Staff

sight, a Congressional study to monitor the effectiveness of the CES program.

Twice in the past decade, the U.S. General Accounting Office, at the request of Congress, has conducted studies on various aspects of Extension programs and operations.

Annually, the U.S. Office of Management and Budget analyzes how Extension spends its budgeted dollars.

In 1985, part of the executive branch of the U.S. government, the Office of Technology Assessment, completed a report on technology transfer, including discussion of Extension's role.

Leaders in the nationwide Cooperative Extension System continually assess changes that are occurring; review the present program, structures, networks and linkages; develop guidelines; and chart challenging directions for the future.

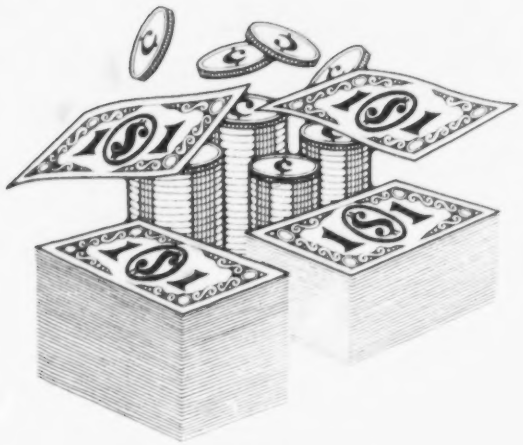
Significant shifts in the Cooperative Extension System's organizational direction have been set in motion in this decade, and are documented in two reports—*Extension in the '80s: A Perspective for the Future of the Cooperative Extension Service* and *Challenge and Change . . . A Blueprint for the Future—Extension Service, USDA.*

Also in place is a new Extension-wide accountability and evaluation system based on a four-year planning cycle with yearly updates, annual accomplishment reports, and in-depth studies. Through this process, future trends are identified, program needs projected, and resources shifted accordingly. The report, *Extension 1984–87—National Summary, Cooperative Extension System Plan of Work*, summarizes plans and their anticipated impacts in 13 interdisciplinary program areas for the first four-year planning cycle.

State Perspective

Cooperative Extension in most states is having increasing difficulty obtaining additional budget dollars to respond to new needs of new clientele and maintain existing high priority programs. State legislators and agencies are saying "reallocate or redirect current budget from 'old' programs to 'new,' higher priority programs."

Parallel with these demands, Extension is conducting more long-range planning, program reviews, impact assessments, and monitoring of budget reallocations.



No more budget until the county Extension office's program priorities and impacts are evaluated.
Wisconsin County Board Member

County Perspective

County officials are asking, "In what ways are our people better off now than before Extension programs?" "Why should we support non-mandated programs?" "Can't we cut local taxes?"

All levels of Extension are facing the same types of planning and accountability challenges. Each Extension professional has a particular role to meet these challenges. Regardless of position, all staff must work together to satisfy county, state, and national Extension planning and accountability needs.

SECTION II:

Developing a Long-Range Plan

Prior to developing major programs, Extension staff having national, state, county, and program area responsibilities need to cooperate in developing long-range plans. Long-range plans identify the highest priority clientele problems which can be addressed by Extension's major programs. This handbook section is for Extension staff with responsibilities for identifying emerging issues, needs, and concerns; for making program and resource decisions; and for applying practical methods to result in effective long-range plans.

The following six phases vary in specifics and form, but have occurred almost without exception in successful, efficient long-range planning efforts:

Developing Long-Range Plans

Phase 1. Identify a core planning team.

Phase 2. Develop a plan for planning.

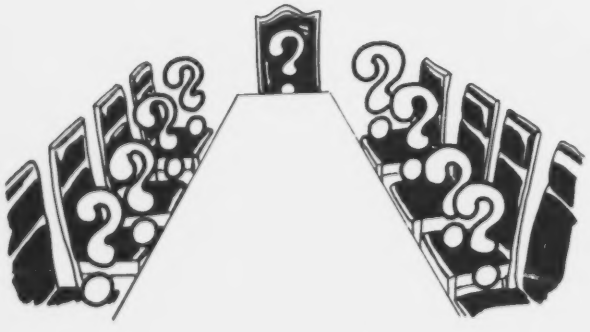
Phase 3. Use existing background information.

Phase 4. Involve lay citizens and other non-Extension professionals.

Phase 5. Determine high priority problems.

Phase 6. Communicate and use planning decisions.

Phase 1:
Identify a Core Planning Team



Systematic, effective long-range planning demands considerable time, knowledge, and commitment by those involved at critical stages throughout the process. Thus, careful selection of a small core team (six to ten members) is crucial. When selecting a core planning team, consider: existing Extension staff's technical knowledge, resources, interests, and time pressures; Extension staff's abilities and interests in teamwork; and needed skills and knowledge not represented by Extension.

Potential core planning team members include one or more:

Local Extension agents,

State subject matter specialists,

State program leaders,

Regional/district administrators,

Local and/or state extension committee or advisory council members,

People with interests beyond current Extension programs—essential if long-range planning is to move Extension beyond its traditional values and assumptions,

Representatives of current clientele,

Representatives of potential clientele,

Non-Extension professionals.

Remember—**"who"** is involved is the most crucial factor in Extension's looking at all possible clientele problems and determining long-range plans. Early involvement of the "right" team members also bears heavily on getting support for your ultimate program decisions.

Phase 2:
Develop a Plan for Planning

The core planning team must clarify/guide the purposes of long-range planning. The purposes will guide and affect subsequent and more detailed future planning decisions. Examples of past planning purposes are:

To determine high priority challenges, opportunities, and problems of clientele.

To decide which long-range plans to emphasize, and which to deemphasize.

To improve external visibility, understanding, and support for long-range plans.

To meet organizational and external accountability requirements.

To enhance staff capabilities, motivation, and teamwork for major programs.[1]

Can you think of other long-range planning purposes?

_____

_____

_____

Who will determine your planning purposes?

_____

_____

_____

[1]**Rossing, Boyd, Laverne Forest,** and **Karen Eriksson,** *County Extension Program Planning: The Total County Approach.* Cooperative Extension Service, University of Wisconsin–Extension, Madison, Wisconsin, September 1984.

Packaged in short booklet(s), these materials include actual steps and examples of how Wisconsin counties developed long-range plans. Various techniques are illustrated. Checklists on getting organized, making critical decisions in planning, and follow-through are provided. Most of the ideas are transferable to planning at the statewide program area level.

To whom and how will your purposes be communicated?

Scope of Planning

Once the central purpose is decided, the core planning team determines the *scope and level* of planning. Because long-range planning can take place at any Extension level, different central planning questions are possible. Each is answered by a different, specific planning process, data and people.

People have asked us what do we expect to come out of Georgia: 2000. But what's important is the process. . . . It has forced all of us—government, business, education, and Extension—to look at our state and our role in broader terms.
Georgia Extension Administrator

What's the Question?

Consider the following possible questions designed to focus on the clientele problems to be addressed by a major program:

What **statewide** societal problems should Extension address?

What problems in **rural areas** should Extension address?

On what problems of **farmers and farm families** should Extension focus?

If answers to the above three questions suggest **farm family financial management** as a high priority problem, then several additional questions can be asked:

What **farm** financial management problems are of greatest concern?

What **family** financial management problems are presenting persistent difficulties?

What parts of these **farm family** financial problems are affected by community services?

How do financial problems **differ** among counties of the state?

Organizing the Analysis

Once the core planning team decides the key question(s) for the planning process, it must also decide how to organize the analysis. An organizing framework for long-range planning can make a very complex process manageable by helping to divide responsibilities and enhancing unbiased analysis of clientele problems and judgments based on facts about priorities.

Consider the following ways of organizing your long-range plans. Which are most consistent with your planning purposes and key questions?

General categories—social, environmental, or economic concerns.

Existing statewide major programs, plus options for new directions.

Geographic districts or regions.

Clientele groups, such as farmers, businesses, non-Extension professionals, families, and youth.

Can you identify other, better ways of dividing and organizing the long-range planning process?

Phase 3:
Use Existing Background Information

We do waste a lot of time hunting information that someone else has already worked out.
Indiana Community Leader

Many existing data sources might help you answer the key planning question you identified in Phase 2. Examples of existing data others have used in long-range planning are:

Census data.

Past needs assessments.

Public opinon surveys.[1]

National and state impact studies.

Planning and policy statements from ECOP, ES-USDA, and your state, including previous long-range planning statements.

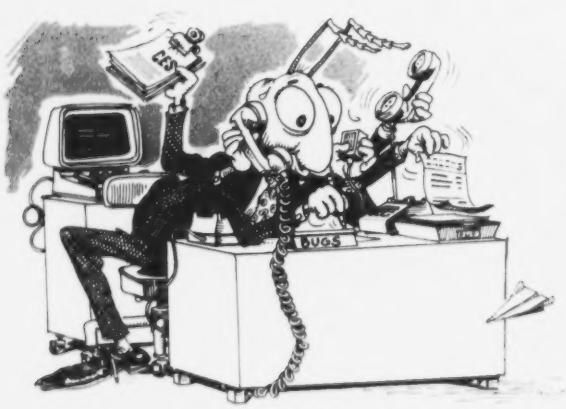
Data from state and local agencies and departments.

Can you add other existing data sources to the list?

[1] **Warner, Paul D. and James A. Christenson,** *The Cooperative Extension Service: A National Assessment.* Boulder, CO: Westview Press, Inc., 1984. This book presents a summary and interpretation of a national assessment of Extension. This study gives us comparative or normative data on people's awareness of Extension, who is reached, their satisfaction with Extension's efforts, their support, and policy issues to be faced. The methodology section offers suggestions for doing impact assessment on state levels, but findings can serve as standards for other studies.

Which ones are available and applicable to your situation?

Phase 4:
Involve Lay Citizens and Other Professionals



Extension long-range planning requires systematic and widely representative opinions, attitudes, and input. The "old reliables" are not enough in this case! A combination of current and potential new leaders' and clientele opinions are needed.

Michigan uses the **BUGS** formula to determine who to involve:

Business

University

Government

Special sector

List the specific people in each of these categories and who you need to involve.

B _____

U _____

G _____

S _____

Who are the specific knowledgeable and committed people essential to your planning process?

It would be sheer stupidity and political suicide on my part to assume the newcomers into our county have no wants/needs/concerns. . . . So I combine the old leaders/residents with the new and ask them for input to make better county decisions! You in Extension must involve more people in setting priorities and making program decisions.
Georgia County Commissioner

People can be involved in many ways:

Meet with advisory councils, task forces, voluntary organizations, or community representatives and use the **Nominal Group Technique,**[1] **brainstorming,**[2] or **focused group interviews**[3] to determine Extension priorities.

Conduct a **mail, telephone, or personal interview survey** of a random sample of potential new clientele to determine benefits from previous programs and perceived future needs.[4]

State program leaders' and specialists' observations on future priorities.

County agents' observations on future priorities.

The **delphi process,**[5] a mailed, multi-phase survey technique, to set priorities.

Conduct open **public hearings** and **forums** to receive reaction and critique on proposed priority plans and new directions.

Content analysis and **trend interpretation** of existing data, such as 4-H enrollment and records, number of farm bankruptcies, home council organization minutes, newspaper clippings on environmental issues, number of requests for information on stress, pesticide sales trends, or county board minutes.

Delbecq, Andre L., Andrew H. Van De Ven, and **David H. Gustafson,** *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes.* Glenview, IL: Scott, Foresman and Co., 1975.

A practical guide to the Nominal Group Technique and delphi processes. The Nominal Group Technique invites individuals to a face-to-face meeting, organizes them into small groups (six to ten people), and asks them to record on cards their responses to a key planning question. After five to six minutes, individuals share their ideas with the group in a systematic, non-judgmental way, discuss, and vote on priorities.

Osborn, Alex F. *Applied Imagination: Principles and Procedures of Creative Problem-Solving.* 3rd Revised Edition. New York: Scribner, 1979.

This is a revised edition of a classic book in which the author first proposed "the average person can think up twice as many ideas when working with a group than working alone." If you choose to use this technique, you may wish to refer back to this book for variations on using it.

[1]**Cole, Jacquelyn M.** and **Maurice F. Cole,** *Advisory Councils: A Theoretical and Practical Guide for Program Planners.* Englewood Cliffs, NJ: Prentice-Hall Inc., 1983.

The complex process of involving citizens in programs through advisory groups is described. Examples and illustrations show how to plan and structure citizen participation to improve decisions about Extension programs and encourage learning and change.

[4]**Dillman, Don A.,** *Mail and Telephone Surveys: The Total Design Method.* New York: John Wiley and Sons, 1978.

Step-by-step details of how to conduct successful mail and telephone surveys are given for those with some knowledge of purposes and procedures of survey research. The many variables influencing response rate are discussed.

[5]See **Delbecq,** et al., *Group Techniques.*

The delphi process used a panel of experts to identify a list of possible priorities, and through a series of sequential mailed surveys have these reduced to a ranked set of priorities.

Phase 5:
Decide High Priority Problems

Extension should establish priorities and not try to 'be all things to all people.'
Iowa Extension Agent

Our staff is so large and our needs so great, we had no choice but to get away from the rat race and spend two to three days as a staff in a priority program planning session.
A Georgia Urban County Director

Criteria: The Basis for Choice

To determine priorities from among a number of important problems, criteria must be selected as the basis for judging and comparing these problems. **Criteria** express values, standards, and basic ideas to consider when making choices and deciding priorities. Decisions and choices aren't simple. For instance, if environmental ethics is a more important value than social ethics, problems of air pollution, groundwater pollution, and wildlife preservation would be of higher priority than drug addiction and poverty.

Many criteria can become bases for choices. The following criteria were used in one state to select priorities among many potential problems.

External Criteria:

Evidence of future need and demand for effort on the problems.

Potential impacts and/or benefits to clientele if Extension decides to address the problem.

Extension's relative strength compared with other institutions that could address the problem.

Internal Criteria

Adequacy of problem-related research and knowledge base.

Qualifications and interest of Extension professionals to deal with the problem.

Ability to mobilize Extension resources to address the problem.

What other important criteria would you consider?[1] List several:

Criteria guide the analysis of each challenge, opportunity, or problem. Then they serve as the ideal against which problems are compared to see which ones are characterized by more of the criteria.

[1] **Forest, Laverne B.** and **Sheila Mulcahy,** *First Things First: A Handbook of Priority-Setting in Extension.* University of Wisconsin-Extension, Madison, Wisconsin, 1976.

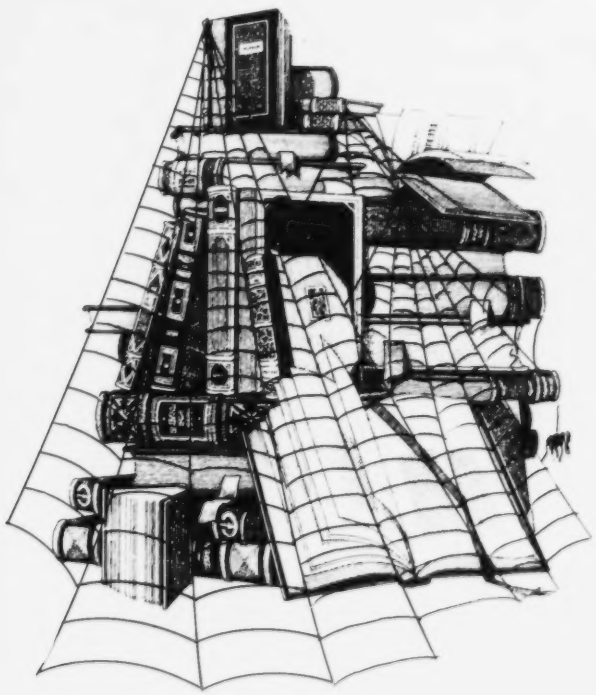
This practical handbook is part of a total audio-visual instructional package on the topic of priority setting. It focuses specifically on Extension priority setting and includes examples from all program areas. It includes very generalizable concepts and models on decision making and involvement, and examples of criteria to help set priorities.

Selection of program should not depend on ease of measuring change. However, evaluation and accountability are needed for funders to allocate personnel and other resources for us to meet a need.
Pennsylvania Statewide Administrator

To effectively and objectively use criteria, the core planning team and others must:

1. Understand and agree on criteria and the relative importance of each criterion;
2. Analyze and compare actual data on the problem with the criteria,
3. Reach general judgments and consensus on how well each clientele problem satisfies the criteria, and
4. Rank clientele problems.

Phase 6:
Communicate and Use Planning Decisions



We have always felt our 'good works' would speak for themselves. We can't depend on that anymore.
Oregon Extension Administrator

Deciding Priorities

Once high priority problems are determined, concerted effort is needed to ensure that long-range plans and major programs which focus on these priorities actually occur.

Sometimes "priorities" are developed, put into a report, and go unused! Since the definition of a priority is what's most important *now*, unused "priorities" are obviously not real priorities.

Actions will occur only if decisions are communicated to influential people and decision makers:

Extension and University administrators,

Key members of county support groups,

Statewide advisory councils,

All Extension staff responsible for the specific major programs, and

Extension staff who can provide support.

Tell others of planning decisions through written plans which are:

Problem-centered,

Simple,

Short,

Multi-sensory,

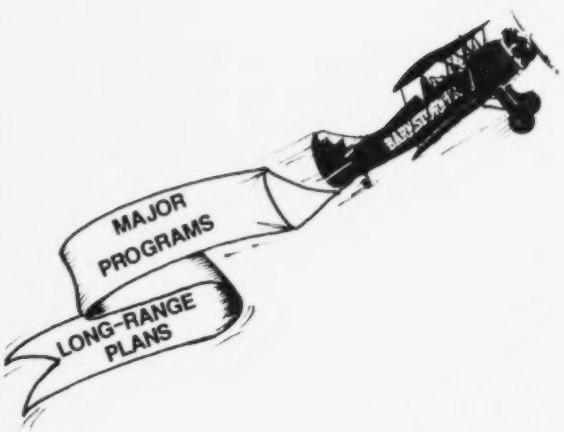
Direct,

Descriptive,

Graphically illustrated,

Action-oriented, and

Related to the roles and responsibilities of targeted readers.



We must tell our story more. We have been too polite. We have an excellent story to tell.
Colorado Extension Administrator

Who must understand and support your long-range plans and major programs?

List specific key persons, not classes of people:

Who will tell them?

What media or methods should be used to tell them?

When?

Long-Range Planning: A State Example

Phase 1

The Extension Director appointed a steering committee and five task forces—one for each of the four program areas and one to look at Extension institutional issues and concerns.

Phase 2

The charge to each task force was to "prepare recommendations on Extension's major program thrusts and major resource needs for the next decade."

Phase 3

Task forces used a variety of reports and data, including the *Extension in the '80s* report, state program review reports, Board of Regents' policy, census data, needs assessments, and opinion surveys of state, university, and county extension leaders.

Phase 4

To obtain new data inputs, the task forces involved university faculty from state and county units and across program areas, with input from public leaders and clientele. Information was solicited regarding Extension's future mission, priorities, methods, resources, and clientele.

Phase 5

To establish priorities, all participants (through task forces, steering committees, and surveys) judged major program options against these criteria:

1. Evidence of future needs/demands or problems.
2. Potential impacts and/or benefits to people.
3. Total educational market and Extension's relative market strength compared with other institution and agency offerings.
4. Adequacy of related research and knowledge bases.
5. Qualifications and interests of faculty and staff.
6. Extension's ability to mobilize its organizational resources to deliver useful programs.

Each possible major program was analyzed and judged on its external viability by criteria 1–3, and on its internal feasibility by criteria 4–6. Some program needs were high priority for the state, but low priority for Extension because other agencies were addressing the need. Some needs did not relate directly to the land grant research and knowledge base.

The five task forces submitted their reports to the steering committee. The steering committee reviewed the task force reports, other reports, and opinion survey data from members of the state Associated County Extension Committee's organization.

Phase 6

Conclusions and recommendations on major program priorities, clientele, and methods were those which best met the criteria.

The products of this planning process guided (1) faculty and administrative program decisions; (2) communications on Extension major program priorities inside and outside the university; (3) Extension staffing, technology, and financing plans; and (4) further long-range planning by counties (see next example).

Resources and staff time were reallocated to higher priority programs. Extension remained strongly committed to fund high priority programs and the new technology needed for effective programming.

Long-Range Planning: A County Example

Phase 1–2

The county agents, with the involvement of advisory committees for each program area, citizen advisory committees, and district staff, examined the eight state priorities as determined in the state long-range plan to determine specific needs for their county within each of the following eight priority areas:

- Economic improvement
- Environmental preservation
- Human development and relationships
- Food quality and marketing
- Food and fiber production
- Energy conservation
- Community and leadership development
- Human health and nutrition

Phase 3

Six teams were established to gather local background information related to each of the eight priority areas. They gathered existing data from state and local agencies, district program leaders, and state specialists.

These data were provided in booklet form to a special ad hoc, broad based advisory committee made up of program area representatives and at-large representatives for the eight priority areas, drawn from key leaders in institutions, businesses, government, and other key groups.

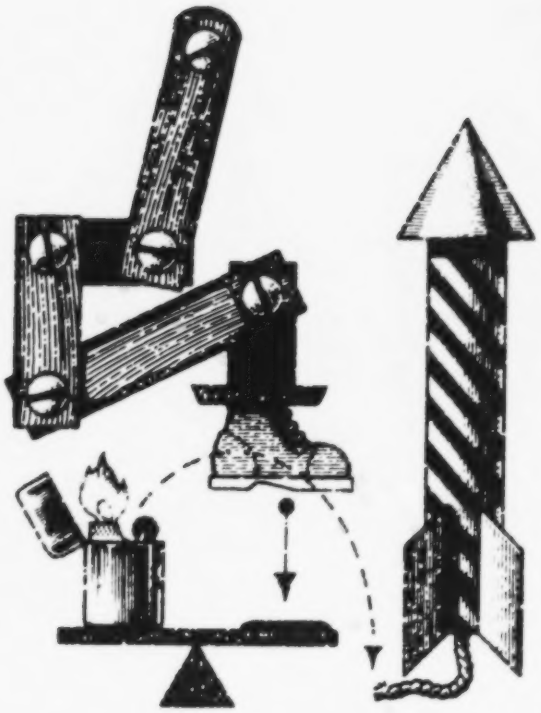
Phase 4–5

This 70 member advisory committee, at one all-day meeting, divided into groups and used the *Nominal Group Technique* to rank the major community and county concerns/problems needing attention in the next few years.

Phase 6

Rankings of problems by both the small groups and the total group were used by county Extension agents to set program priorities. These rankings of priorities were shared in written and oral communication with county Extension committees, advisory committees, CES state and district leaders, other agencies, and other key individuals. The results of this effort guided the development of county programs.

SECTION III:
Developing the Major Program



Once the core planning team and others involved in the long-range planning process have selected the high priority clientele problems, major programs must be developed to address them. This section assumes: **the high priority problems of clientele have been decided** and included in a long-range plan, **that a major program is needed,** and that responsibility for developing the substance and detail of major programs has been assigned.

Similarities exist between the phases for determining long-range plans as described in Section II of this handbook, and suggestions in this section for developing the content of major program plans. Many of the same general phases are useful in both, if applied with specific adaptations.

This section of the handbook is organized according to what is recorded in the eventual product, the written narrative text describing each major program plan in your state plan of work.[1]

- Situation
- Objectives
- Action
- Evaluation

Situation:
Select Interdisciplinary Major Program Team

An interdisciplinary team of Extension professionals is needed to take the lead in developing a comprehensive, coordinated major program as a response to each of the previously decided, high priority problems or needs in the long-range plan.

Multi-disciplinary teamwork is critical because few real problems fit within one discipline. Develop a strong linkage or connection among Extension administrators, specialists, and agents early in the development of a major program.

Review by interdisciplinary teams sparked a new high in . . . communications and program concerns.
National Program Leader

To develop a relevant major program, involve people on the major program team who have knowledge about: the nature, scope, and documentation of the problem; available problem-related research; target clientele; and up-to-date educational methods.

The decision making process involved everyone and gave better decisions. It got more input, got more people to buy into the program, and see the value of it.
National Program Leader

Potential multi-disciplinary team members include:

- Extension specialists from disciplines that can contribute knowledge related to the problem.
- County extension staff from the various regions of the state affected by the problem.
- Campus-based researchers.

[1] The plan of work, the document submitted for approval by each state and territory to the Administrator, ES-USDA, is the basis for receiving federal funds for Extension programs. The material in Sections III and IV of this handbook builds directly on the plan of work requirements as specified in *Cooperative Extension System Reporting Guidelines, October 1, 1987–September 30, 1991.*

Non-extension professionals who might join in a multi-agency program.

Key support staff, such as professional development, program planning, evaluation, media, and computer specialists.

Representatives of potential target clientele.

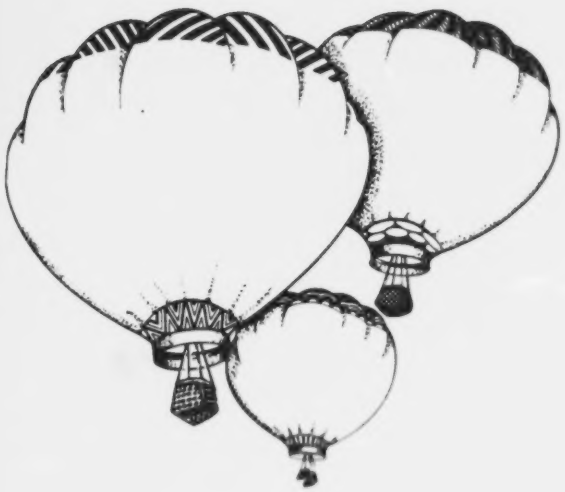
Decide Team Purpose

Each major program team member must have individual **abilities to work as a team member**, and fit with other members of the group. The major program team must:

1. Agree on the team charge and the expected product—a written major program plan; and
2. Define the high priority problem in more specific local terms as a basis for developing a major program in response to it.

Clarify Scope

Scope refers to the breadth of the major program; it deals with the question of what specific clientele, content, and geographic area will be covered. The major program team must decide whether the high priority problem identified in the long-range plan is, in fact, large enough for a major program effort or if it is too large (made up of several high priority problems) for a meaningful, integrated major program.



Get up above it and look all over. You never know how your program fits or how important it is until you get out from the middle of it.
Wisconsin State Specialist

Several Perspectives Needed

A statewide major program on farm family financial management having only one full-time equivalent (FTE) will likely have insufficient "critical mass" to make a significant difference in farm family financial management practices. Fifteen or more FTEs in a state will more likely constitute enough resources to lead to improvements in farm family financial management practices.

Though possible, a statewide major program in farm family financial management is also unlikely if only one or two counties are involved, or if the problem only relates to a few people in a limited geographic area. A statewide major program is more likely justified if agents from 25 percent or more of the state's counties are involved.

We must tell others what we do in a better, more concise and effective way.
Arizona Extension Leader

From another perspective, if 35 percent of the state Extension budget is allocated to only one major program, its focus may be too broad. Resources may be difficult to coordinate. Perhaps a number of problems are included under such a general program. Given the above perspectives, we cannot say exactly what constitutes a major program. It depends on: the nature of the problem, the amount of resources available, and statewide definitions and assumptions.

Major programs have identifiable clientele, are significant to state and region, have a research base, and a commitment to alleviate problems.
California Extension Specialist

To get a handle on the scope of major programs, do a critical analysis of your tentative plan by asking the following questions:

Are the real **causes** of problems, to which a major program could be targeted and focused, identified?

Is the scope of the major program too broad or too all-encompassing to be **meaningful?**

Could a broad major program be **divided** into two or more different major programs, each focusing on a high priority problem?

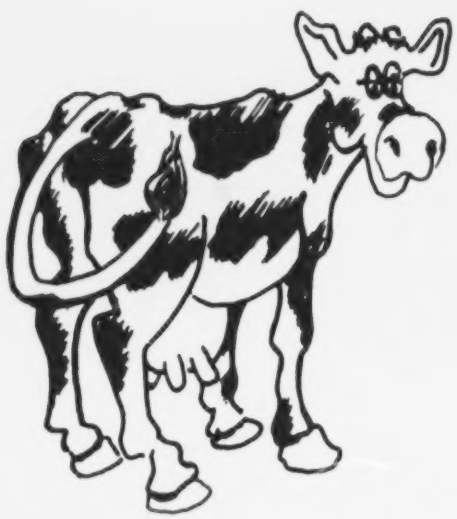
Do all of the **objectives belong** to this effort, or should they be part of other major programs?

Will the FTEs allocated be **noticed** and visible to key influentials, and will these influentials support the program?

Will the number of disciplines and staff involved be **manageable?**

Will the number of FTEs allocated lead to noticeable **impact?**

Will visible benefits to **clientele** occur?



Example:

A major program in dairy husbandry is proposed to respond to dairy industry problems identified as a high priority in the state long-range plan. A dairy farmer faces many problems, such as herd health, milk quality, feeding, marketing, and sire selection. Dairy husbandry may be too broad a topic for one major program. Limiting the major program to a specific problem selected from among those identified previously, such as herd health, would allow more intensive focus and thus have greater potential for producing measurable results. If, during the four-year program cycle, however, a major program on dairy herd health would result in only .4 FTE toward the effort, it probably does not warrant being considered a major program. The size of the total statewide dairy program helps determine the scope of whatever major program is planned.

County Major Programs

Is there a parallel county perspective on major programs? The same principles and questions apply. Two additional criteria specific for a county major program might be:

A minimum of 30 days of the year committed; and

The program fits into at least one statewide major program.

Use Existing Background Data

Existing data can be useful in shaping a major program, just as in the development of a long-range plan. These data can help determine specific knowledge and skills to be learned by clientele in the major program. Existing data come in many forms: past impact and need studies, census data, policy statements, state agricultural statistics, news stories, etc. See Phase 3 in Section II of this handbook for further ideas (page 10).

Example:

"Water quality" has been identified as a high priority statewide problem. To determine its severity and determine the specific major program focus, the present "what is" situation can be compared with "what should be" regarding pollution of surface and underground water. The following *existing* data could be examined:

- Current levels of lake and stream pollution,
- Quality of groundwater in usable aquifer,
- Occurrence and nature of domestic sewage treatment systems (septic tanks, cess pools, etc.),
- "Safe" levels of contaminants for drinking, recreation or other uses,
- Geographic patterns of water quality in tested wells,
- Levels and patterns of agricultural nonpoint Source pollution,
- Hazardous waste inventories in area of concern,
- Existence of coarse textured soils in the area,
- Reports of water quality problems from health officials and others,
- Industrial or commercial discharges,
- Current municipal sewer treatments and discharges.

In addition, some public documents, existing surveys and census data can give clues on people's readiness for more knowledge and practice adoption on water quality issues. Examples are:

- Fertilizer and pesticide practices on intensively managed cropland,
- Current water usage patterns and/or trends,
- Lawn care practices, especially use of fertilizers and pesticides,
- Number of requests for new or additional information and/or assistance on water quality problems,
- Disposal practices and restrictions for sanitary landfills,
- Pesticide and toxic waste disposal practices of homeowners, farmers, and industry,
- Number of call-ins on radio and TV programs,
- Nature of state and/or local ordinances,
- Efforts of local lakeshore and stream associations,
- Extent of owner testing of well water supplies,
- Annual irrigation application amounts,
- Current programs being offered by other agencies and/or organizations in the public or private sectors.

Obtain New Data from Potential Clientele

Extension must involve local people and committees more. People are aware of their own problems and needs.
Indiana Community Leader

Extension should involve people at different program development stages. At this point, it is important to involve potential clientele to determine their knowledge, attitudes, and skills.

In developing effective, results-oriented major programs, extension professionals need to involve potential and new clientele to:

1. Determine and verify the concerns and problems of individuals, businesses, groups, and communities.
2. Decide what knowledge must be learned by target clientele to help them solve the problems they face, reach their long-range goals, or set new goals.
3. Document the existing, specific knowledge level and practices of potential, targeted clientele, relative to the knowledge needed.
4. Determine the gaps between what clientele currently know and what they need to learn.

Analyzing these data will help:

Determine and verify the exact nature of the problem.

Determine the level of education needed to solve the problem.

Serve as a benchmark to which results data obtained after the program can be compared to determine the amount of change and improvement due to the program.

For further brief descriptions of possible approaches and further references on involving new and potential clientele, see Section II of this handbook, page 11.

Objectives

What are Objectives?

Objective(s)[1] *state the intended changes in individuals, client groups, or communities* as a result of Extension programs. They are *not* lists of activities, methods, events, media, number of participants or enrollments, or Extension in-house preparation. All these are ways to achieve objectives. Clear and specific objectives:

Are derived **directly from the problems and gaps** documented in the situation description;

Communicate, and thus build cooperation and teamwork;

Guide selection of methods and experiences to resolve problems;

Indicate what **can be measured** to determine program results or outcomes;

Are consistent with **estimated results/impacts** identified in the major program plan.[2]

We have tried to be all things to all people. We don't have the resources to do this.
Minnesota Extension Agent

Determine Scope of Objectives

Before objectives are set, review again the "what is" against the "what should be" described in the situation. The "gap" between what needs to be learned and practiced to change the situation, and the present level of knowledge and practices among the targeted clientele becomes the basis for determining major program objectives.

Quite likely, the written situation statement gives a "big picture" of the problem. Moving from this broad, general statement to specifics about what changes the major program is expected to achieve in the four years of the program cycle is the next step in developing the major program. At this point, Extension professionals make key decisions about what can and ought to be done to address the problem. Objectives—statements which convey these intentions—translate the many possibilities implicit in the situation into specifics which will guide action plans to "make things happen." They also become a guide for planning which program results to measure.

[1]The word objectives is often used interchangeably with the word "goals"; many persons consider goals to be more general and objectives to be more specific; regardless, we are referring to basically the same concept, which is the intended destination, results, clientele changes, or outcomes of our major program efforts. Clarify how you are using different terms, and refer to *Cooperative Extension System Reporting Guidelines*, which uses the term "objectives" to mean specific and measurable changes expected to result from Extension programs.

[2]Page two of the major program plan form asks for this information. See Section IV of this handbook, page ___, and *Cooperative Extension System Reporting Guidelines, October 1, 1987–September 30, 1991.*

Extension should focus on mission, goals, priorities that are realistically achievable given our current and projected resources.
Pennsylvania Extension Agent

Keep Objectives Realistic

What can be accomplished in one four-year program cycle to solve the problem being addressed by the major program? Focusing on selected aspects of the problem, or identifying particular clientele groups for intensive effort, can greatly increase the potential for the major program to have visible results.

At this point, it may help to make a list of possible program objectives to:

Determine which are most central to solving the clientele problem,

Determine which ones need attention first, and

Eliminate low priority objectives.[1]

If some objectives identified in the first and second categories cannot all be accomplished in four years, consider dividing the program into phases to be worked out sequentially over several four-year program cycles.

Include Measurable Content in Objectives

Major program objectives are statements of specific intended outcomes which can be measured.[2] They also specify the target clientele. Use unmodified generic terms only when an entire group is the target (e.g., farmers, the public, youth, families).

Use as few objectives as needed to specifically and concisely state what the major program expects to accomplish by the end of the four-year program cycle.

Outcomes are usually stated in terms of knowledge to be learned, practices to be adopted, or end results to be achieved after the many sequential learning experiences Extension provides during the "life" of the major program.

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[1] **Forest, Laverne B.** and **Sheila Mulcahy,** *First Things First: A Handbook of Priority-Setting in Extension.* University of Wisconsin-Extension, Madison, Wisconsin, 1976.

This practical handbook is part of a total audio-visual instructional package on the topics of priority setting. It focuses specifically on Extension priority setting and includes examples from all program areas. It includes very generalizable concepts and models on decision making and involvement, and examples of criteria to help set priorities.

[2] **Mager, Robert F.,** *Preparing Instructional Objectives,* 2nd Edition. Belmont, CA: Pitman Learning, Inc., 1984.

Though specifically about setting classroom objectives, this short book can be helpful in setting and writing goals and impact indicators. It gives ideas on objectives as Mager defines them, why we should care about them, and qualities of useful objectives. The keys are: be clear, precise, and behavioral.

Gronlund, Norman E., *Stating Objectives for Classroom Instruction,* 2nd Edition. New York: Macmillan Publishing Co., Inc., 1978.

A practical guide to stating objectives, this short book focuses on helping you identify and write about intended client performance or behavior after you have provided activities, meetings, newsletters, and other experiences.

Because objectives need to be realistic, they do not necessarily represent the ultimate results possible or desired with reference to the problem being addressed by the major program.

Major program results estimates contained in the objectives, guide measurements of actual program accomplishments. This is a legitimate expectation for an organization using public funds.

Well-written objectives leave no room for doubting what will constitute evidence of their achievement. Note that:

- Visible, quantifiable clientele accomplishments may not necessarily be attained every year of the program cycle, but may accrue over time as objectives are met.
- Objectives may be quantitative and/or qualitative. It is desirable to quantify qualitative objectives whenever possible.

Action

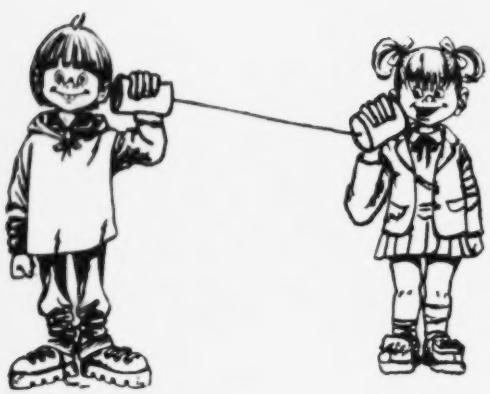
Tailor the methods to the problem to be solved or objectives to be served.
California Extension Professional

"Action" is "putting wind in the sail." Once your team has selected the clientele needs to be addressed and determined appropriate objectives, plan what must be done to achieve the objectives. Actions specify:

- **Learning experiences,** teaching **methods,** and media to be used;
- **Time calendar** and schedules for educational activities;
- **Responsibilities** of Extension staff and volunteers involved in teaching/learning activities;
- **Resources,** such as available materials and budget to successfully carry out the educational program.

Key concepts to consider in planning major program actions are:

- Major program learning experiences and events are sequential; each builds upon the previous one, and, in turn, leads to the next.
- The learning experiences are planned to accommodate the various stages of awareness, readiness, and knowledge levels of target clientele, learning styles of clientele, and preferred methods.

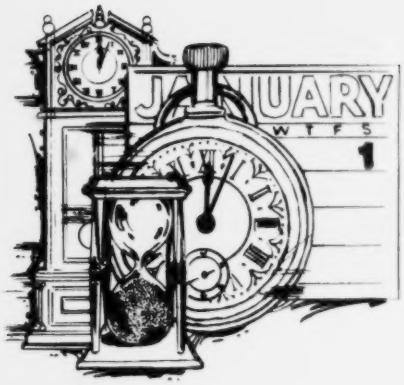


The use of a proper media mix is essential.
Alabama State Specialist

For instance, in early stages of programs, mass media, planning committees, and various brief advertisements might be used to create awareness. Later, however, you will want more than mass media to teach the in-depth knowledge required to solve problems.

- Learning experiences can vary from a mailed newsletter to an in-depth, five-day workshop.
- Clientele must have opportunities to apply and practice the intended learning within each learning experience.
- Scheduled ongoing or recurring events are used to advantage by incorporating major program-related learning experiences into them.

Delivery methods must complement the subject matter and audience . . .
Arkansas Extension Professional



Approaches to Sequencing

Experiences and events planned in the major program build upon previous learning experiences from one month to the next, and from one year to the next. When sequencing, consider:

New and **different research** and **subject matter** for the same clientele;

More **in-depth treatment** of the same subject matter for the same clientele;

Broadening the type, location, and number of clientele reached with same subject matter;

Following **sequential problem-solving** approaches from year one to year four. For example:

Year *one*—focus on identifying problem and setting goals, organizing resources and people, and creating awareness.

Years *two* and *three*—select and try different methods.

Year *four*—permanently institute changes based on previous successful trials.

Another approach:

Years *one* and *two*, in-house preparation such as:

conduct of applied research,

professional training and development,

preparation of materials.

Years *three* and *four:* dissemination of information and educational meetings.

Until our agents believe that it's okay to build a major program thrust around an essential county need, we will not have better programming but we district agents must communicate to agents that we support a major program county thrust.
Georgia District Agent

Again, the essential point is—**major programs build learning experiences one upon the other** and are *not* repeats of the same meeting and topic, with the same clientele four or five years in a row. Determine the best way to build your program by considering the needs, problems, opportunities, clientele motivation to learn, and the resources and people you have available to help solve the clientele problems.

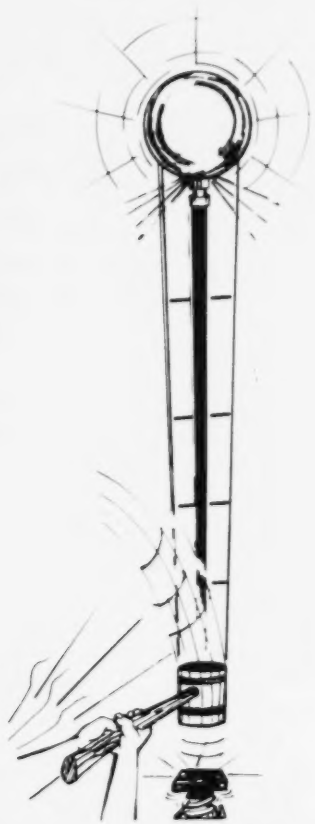
Evaluation

Program and evaluation plans must be done simultaneously.
Texas Extension Professional

The major program team determines at planning time, not at the end of the program, what evaluation procedures will be used. Evaluation of major programs can occur throughout the program cycle. Ultimately, evaluation is an assessment of the extent to which major program objectives were achieved. A major program evaluation is not intended to be as extensive as a state impact study, although one may be planned around one or more major programs.

I can't understand how anyone in extension can be busy, busy, busy and not be concerned with feedback on how good a job they are doing. It's part of our job.
Home Economics Agent

Programs developed and delivered based on a sound needs analysis lend themselves to evaluations. We must be creative and do it for improvement, not just for reporting.
New Hampshire Extension Professional



A system to measure impact should be set up along with programs as they are planned.
North Carolina Extension Agent

Evaluation for Whom?

Major program evaluations focus on the effectiveness and/or efficiency of the major program from two perspectives: that of the funder/decision maker who is most interested in results and impact, and that of the Extension professional who is interested in the same data, but who is also seeking information to improve the program. Thus, planning for evaluation involves determining what will be examined and what measures will be used.[1] The categories to be studied systematically concentrate on one or more of these: results, impact, or outcome; methods; resources; facilities; organization; and strategies.

In planning this part of the major program, the team should:

Review objectives to identify the expected changes in individuals, groups, and communities which will be used for follow-up results evaluations.

Review what benchmark data will be available on clientele knowledge and practice.

Decide which measurements will be used as direct or indirect measures of change.

Determine the feasibility of the planned evaluation, considering clientele and staff time, dollars, and commitment.

Verify that the evaluation findings will meet the needs of the intended users.

Design the evaluation so that results/impact indicators can be aggregated or summarized to produce credible statewide data.

As part of the evaluation plans and subsequent communications, provide for staff and volunteer training needed to fulfill their responsibilities—whether executing tasks or training others to do so.

Plan ahead and be ready to collect evidence on results/impact when it is available and easiest to obtain. Once learning experiences are completed, it may be too late to get valid evidence.

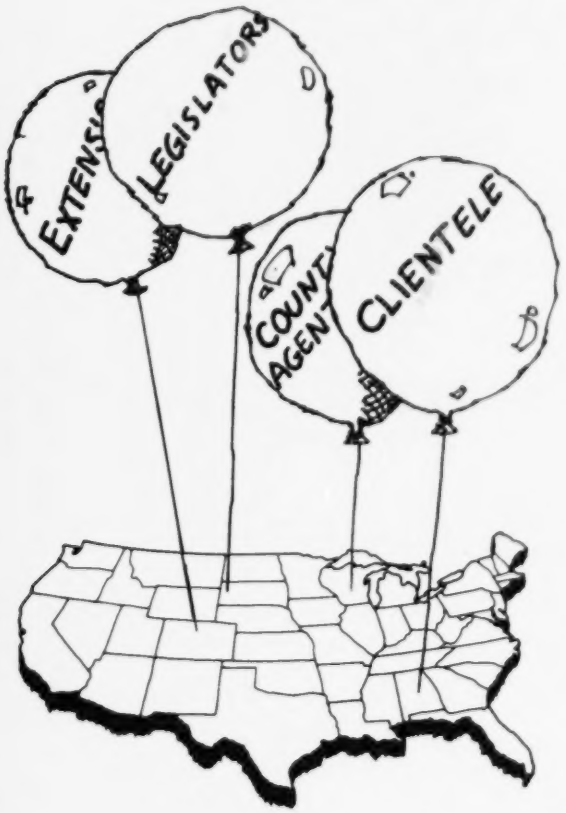
Plan the evaluation, then continually review plans to simplify them to the extent possible.

[1] **Wright, Joan** and **Connie McKenna,** *Accomplishment Reports: Some Ideas and Examples.* Raleigh, NC: North Carolina State University, 1985.

This handbook is a practical guide for extension staff in planning and implementing major program evaluations. It contains sample major program plans and accomplishment reports, which describe the results achieved. The focus is on plans for evaluation, and the methods used in the examples can be adapted to many Extension programs.

The Perennial Question: Quantity or Quality?

I really got excited when follow-up survey data came in on my food preservation program, and over 90% of the people said they got useful, up-to-date information. Couldn't wait to get on to another program.
Wisconsin Home Economist



A coordinated state system is needed. Better communication of accomplishments at all levels builds more understanding among leaders and people.
New York Extension Administrator

Both quantitative and qualitative data can be used to report major program accomplishments. In fact, these data are very complementary and can be very effective when used together.

Examples of **quantitative data** are reproduction efficiency, gains realized through integrated reproductive management in livestock, reduced energy consumption in crop production, and changes in farm family income. **Qualitative data** include anecdotes, testimonials, or stories illustrating farm management successes and case studies on counseling for improved farm family financial management. Often, qualitative data can be quantified. For example, answers to open-ended questions, attitudes or aspirations of people toward leadership skills, new careers, or pollution can be counted, assigned to preselected categories, and then generalized to a larger population.

Each type of data has strengths and limitations. Quantitative data emphasize actual number counts, while qualitative data emphasize detailed description.[1] Quantitative data tend toward relatively larger numbers than qualitative data. Hard facts alone can be cold and unmoving. Qualitative data can be lively; they appeal to our senses and help us understand how people feel about Extension programs. The major program team must decide which type of data or what combination of quantitative and qualitative data can be feasibly determined and most effective in relating Extension's success to administrators, funders, and various publics.

Communicating Your Major Program Plan

Major program development and evaluations of major programs are ongoing, continuous, and dynamic, but at key times you'll need and want to communicate through explicit and clear summaries of your major programs.[2] Often, media-released "wow! news" can be planned to coincide with reports sent to working committees. These have great potential for giving a powerful, colorful sendoff to impressive, but often duller facts. Also, see discussion on communication, Section II, in this handbook. Communicate by abstracting from data and information gathered in the process of long-range planning and major program development. Use the major program plan form in Section IV of this handbook to prepare required written reports and "tell the world" about your major program.

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[1] **Patton, Michael.** *Qualitative Evaluation Methods*. Beverly Hills, CA: Sage Publications, Inc., 1980.

Patton explores how to "open up" data collection beyond the traditional, quantitative, hard data-oriented methods with a discussion on collecting data in difficult, intangible, and problematic areas.

[2] Providing impact and results-oriented information about Extension accomplishments to your state legislature, state agencies, and county funding bodies is always important, but when these groups are dealing with budget decisions, it is essential. The same kind of effort is conducted on behalf of states and territories collectively—for the Cooperative Extension System—by ES staff working with the national Congress, USDA officials, and others.

SECTION IV:

Preparing the Major Program Plan Form

After conducting long-range planning and developing major programs as described in Sections II and III of this handbook, you need to prepare the major program plan form. This form, when completed, reflects statewide efforts, rather than individual efforts. Thus, county programs need to be aggregated and summarized as part of statewide major programs.

(NARS) National Database

Your statewide major program plans and accomplishment reports are entered into NARS, the national on-line database, which is available throughout the Cooperative Extension System. NARS is the most readily accessible source of information about Extension programs through the Extension system.

The completed form is the source of information in the database, and thus becomes the crucial connection and communication between each state major program and others throughout the Cooperative Extension System addressing the same or closely related problems.

Continued support for Extension depends on commitment by staff at all levels to report plans and document impacts. The Extension accountability and evaluation system uses all of Extension's four-year major program plans and accomplishment reports to communicate to others that Extension:

Builds programs that respond to issues and clientele needs;

Makes great use of interdisciplinary programs; and

Emphasizes program results.

The Cooperative Extension System Uses Information

Information in NARS has enabled the Cooperative Extension System to:

Provide direction and data for budget development, internal management decisions, and required reports;

Allow for program accountability with executive and legislative bodies, support groups, and the private sector at local, state, and national levels;

Identify emerging issues and trends;

Document the redirection of resources;

Describe progress in achieving goals;

Share innovative programs and methodology;

Monitor pilot projects and programs supported with earmarked funds; and

Ensure that programs are delivered in accordance with existing executive directives and legislation, including civil rights.

NARS Usefulness Depends on You

The usefulness of NARS to all Extension partners depends on the quality of the major program plans and accomplishment reports it contains.

Section IV in this Handbook provides you, the preparer of the major program plan form, with easy-to-use tools for writing accurate and concise plans.[1] These plans will serve you and your colleagues as useful communication pieces throughout the four-year planning cycle.

[1] **Wright, Joan** and **Connie McKenna,** *Accomplishment Reports: Some Ideas and Examples.* Raleigh, NC: North Carolina State University, 1985.

This handbook is a practical guide for extension staff in planning and implementing major program evaluations. It contains sample major program plans and accomplishment reports which describe the results achieved. The focus is on plans for evaluation, and the methods in the examples can be adapted to many Extension programs.

Writing the Narrative Plan

Each of the **four subheadings of the form's narrative text (Situation, Objectives, Action,** and **Evaluation)** is addressed separately in this section of the handbook. Items provided for each are:

a **checklist**—to help you be sure that key items are included in the text; or that if not, excluding them is intentional;

an **example**—to help you see the checklist ideas actually used in a completed form;

working questions—to walk you through the thought process for writing a truly informative narrative summary; and

references—to provide you with sources of ideas and understanding when more are needed.

Form ES-315

MAJOR PROGRAM PLAN

*SITUATION

*OBJECTIVES

*ACTION

*EVALUATION

Control No. Major Program Plan (continued)

*SCOPE

No. of counties in state
No. of counties in program
Program area(s) cooperating in program

*KEYWORDS

*ESTIMATED RESULTS / IMPACTS	Estimated Quantity (Total in 4-yr cycle)

*ESTIMATED FTEs				*REPORTING SCHEDULE		
Year	Professional	Paraprofessional	Volunteer	Year	Accomplishment	Impact Study
1988				1988		
1989				1989		
1990				1990		
1991				1991		

*CONTACT(S) (Name, Title, Address, Zip Code, Telephone & Extension, Elec. Mail ID)

PROGRAM ADMINISTRATIVE

SITUATION

The first page of the major program plan form consists of a narrative text. The first subheading in the text is "situation," which asks for a clear, concise statement of the need/problem/opportunity you have identified as the focus of your major program. In this subheading, you describe the "why" and "who" of your program. This description provides the basis upon which the other subheadings are built. Your summary is important; it tells others where you are starting. It will enable you and others to have a reference point against which to measure results/impact in the future.

The following checklist is a guide to the important elements needed in a well-written situation description. On the next page, you will find an example of the situation recorded on the major program plan form. Some of the items from the checklist have been identified for you in the example, by their numbers below.

Situation Checklist

____ **1.** Describes the current condition.

____ **2.** Identifies need/problem/opportunity or emerging issue.

____ **3.** Includes supporting data (base numbers and percents) and documentation of need.

____ **4.** Includes indicators of severity/scope of need.

____ **5.** Includes benchmark data against which later impact measurements can be compared.

____ **6.** Establishes clear reasons and justifications for program.

____ **7.** Describes primary audience(s), numbers, and geographic locations.

____ **8.** Indicates a gap between "what is" and "what could be."

____ **9.** Indicates needed research.

EXAMPLE

MAJOR PROGRAM PLAN

X New Plan ☐ Amendment

*TITLE—*Include State Name in Major Program Title* (Character Limit 75)

Control No.

US01 Farm Family Financial Management

*TEXT *(Also use each subheading, including asterisk:* *SITUATION, *OBJECTIVES, *ACTION, *EVALUATION)

***SITUATION**

Decreased commodity prices, increased production costs, **and other complex economic problems continue to affect farm families.** One third of the state's 76,000 farms **have high debt/asset ratios. Farm land values continue to decrease 5-10% per year from a 1980 high. U.S. District Court records show a two-fold increase in farm and rural, small, agriculturally dependent business bankruptcies in 1986.** Inflation **will continue at 4-6%, with annual loan interest rates between 10-12%. Statewide rural unemployment, above the national average, was 8% in 1986. A statewide survey shows** 21% of the farm families **have a long-range financial plan,** and 35% maintain **expense records. Rural health officials and church leaders report** 5-25% increases **in requests for family counseling and stress management.** 500 4-H members, **an increase of 45% over 1985, enrolled in the pilot computer finance/record keeping project.**

8. 5. 1. 3. 7. 4. 2.

Working Questions

What do past and current data trends suggest about the future?

What needs to be changed or improved in the situation?

Who has identified the need/problem/opportunity?

Who has the need?

What information, attitude changes, and/or skills do clientele need?

How will clientele learning help change this situation?

What data already exist to document this need?

Are numbers available on audience types?

What other data need to be gathered to document the situation?

Given your existing resources, how can you gather other needed data?

What might be the consequences if you don't implement this program?

What new research and knowledge is needed?

References

Boone, Edgar J. *Developing Programs in Adult Education.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985.

This text presents a conceptual programming model for planning, designing, implementing, evaluating, and accounting for adult education programs. Covers philosophical assumptions, theory, and practical tasks in program development.

Boyle, Patrick G. *Planning Better Programs.* New York: McGraw-Hill Inc., 1981.

Concepts and models of program planning for adults are given. The many complexities of problem solving, useful, and effective programs are addressed. Book provides discussion of basic philosophies, people involvement, analysis of situations, and determination of priorities and goals.

Boyle, Patrick G. and Sheila Mulcahy. *Take a Giant Step: A Guide to Major Programs.* University of Wisconsin–Extension, Madison, Wisconsin, 1977.

This booklet gives conceptual definitions and suggestions on tasks and responsibilities necessary to develop major programs. Its content is useful for Cooperative Extension programs in community settings. It includes questions and worksheets for each of the suggested nine steps of major program development.

Cole, Jacquelyn M. and Maurice F. Cole. *Advisory Councils: A Theoretical and Practical Guide for Program Planners.* Englewood Cliffs, NJ: Prentice-Hall Inc., 1983.

The complex process of involving citizens in programs through advisory groups is described. Examples and illustrations show how to plan and structure citizen participation to improve decisions about Extension programs and encourage learning and change.

Delbecq, Andre L., Andrew H. Van De Ven, and David H. Gustafson. *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes.* Glenview, IL: Scott, Foresman and Co., 1975.

A practical guide to using the nominal group and focus delphi processes to involve people in the priority setting and decision making processes. Includes various examples.

Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method.* New York: John Wiley and Sons, 1978.

Step-by-step details of how to conduct successful mail and telephone surveys are given for those with some knowledge of purposes and procedures of survey research. The many variables influencing response rate are discussed.

Forest, Laverne B. and Sheila Mulcahy. *First Things First: A Handbook of Priority-Setting in Extension.* University of Wisconsin–Extension, Madison, Wisconsin, 1976.

This practical handbook is part of a total audio-visual instructional package on the topic of priority setting. It focuses specifically on Extension priority setting and includes examples from all program areas. It includes very generalizable concepts and models on decision making and involvement, and examples of criteria to help set priorities.

Osborn, Alex. F. *Applied Imagination: Principles and Procedures of Creative Problem-Solving,* 3rd Revised Edition. New York: Scribner, 1979.

This is a revised edition of a classic book in which the author first proposed "the average person can think up twice as many ideas when working with a group than working alone." If you choose to use this technique, you may wish to refer back to this book for variations on using it.

Rossing, Boyd, Laverne Forest, and Karen Eriksson. *County Extension Program Planning: The Total County Approach.* Cooperative Extension Service, University of Wisconsin–Extension, Madison, Wisconsin, September 1984.

Packaged in short booklet(s), these materials include actual steps and examples of how Wisconsin counties developed long-range plans. Various techniques are illustrated. Checklists on getting organized, making critical decisions in planning, and follow-through are provided. Most of the ideas are transferable to planning at the statewide program area level.

OBJECTIVES

Objectives summarize the planned results/impacts you intend your program to have on clientele, related to the situation described in the first subheading of the major program plan form (just completed). These objectives serve as the basis for your plan of action. Progress and results achieving these objectives will be reported in your accomplishment reports.

The following checklist is a guide to the important elements needed in well-written program objectives. On the next page, you will find an example of objectives recorded on the major program plan form. Some of the items from the checklist have been identified for you in the example, by their numbers below.

Objectives Checklist

_____ **1.** Relate directly to need/problem/opportunity summarized in Situation.

_____ **2.** Fit the broader priorities and goals of Extension and the community.

_____ **3.** Identify what specific clientele will accomplish or improve.

_____ **4.** Specify desired levels of clientele knowledge or practice.

_____ **5.** Reflect realistic expectations for clientele, given time and resources available.

_____ **6.** Describe the expected program results on targeted clientele in measurable terms.

_____ **7.** Provide directions for type, design, and sequence of learning experiences needed in Action subheading.

_____ **8.** Are understandable and communicate clearly to others.

EXAMPLE

MAJOR PROGRAM PLAN

X New Plan ☐ Amendment

*TITLE—*Include State Name in Major Program Title* (Character Limit 75)

Control No.

US01 Farm Family Financial Management

*TEXT *(Also use each subheading, including asterisk:* *SITUATION, *OBJECTIVES, *ACTION, *EVALUATION)

*SITUATION

Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One third of the state's 76,000 farms have high debt/asset ratios. Farm land values continue to decrease 5-10% per year from a 1980 high. U.S. District Court records show a two-fold increase in farm and rural small, agriculturally dependent business bankruptcies in 1986. Inflation will continue at 4-6%, with annual loan interest rates between 10-12%. Statewide rural unemployment, above the national average, was 8% in 1986. A statewide survey shows 21% of the farm families have a long-range financial plan, and 35% maintain expense records. Rural health officials and church leaders report 5-25% increases in requests for family counseling and stress management. 500 4-H members, an increase of 45% over 1985, enrolled in the pilot computer finance/record keeping project.

*OBJECTIVES

1. Farm families' participation in financial management program (currently 5000) will increase 30% by 1991.
2. Participating farm families will learn budgeting, record keeping, credit management, and debt/asset, cash flow, and net worth analysis.
3. 60% of participating families will make changes in household financial planning, record keeping, and credit use.
4. 40% of participating farm families will develop and implement long-range financial plans based on analysis of their goals.
5. Enrollment in pilot 4-H computer finance and record keeping project (currently 500) will increase 100%.
6. 50% of 4-H participants will gain knowledge and skills in budgeting, record keeping, and financial analysis.
7. Small agricultural business management workshop participation (currently 200) will increase 50%.
8. Creditors' workshop participation (currently 100) will increase 50%.

6. 1. 3. 6. 2. 7.

Working Questions

What changes in learning and practices should clientele make?

What subject matters are necessary?

How will clientele and/or the situation be different after the program?

Can the changes be achieved through educational programs?

How will you know if the changes have occurred?

What can you use as evidence that the change has occurred?

Can these changes be described in measurable terms?

Can changes be measured directly, or will you use indicators of change?

References

Bennett, Claude. *Analyzing Impacts of Extension Programs.* ESC–575, Extension Service, U.S. Department of Agriculture, Washington, DC, 1976.

This short bulletin is a guide to the various types and levels of impact/results of extension programs. The seven types known as the "hierarchy" of impact include: input, activities, participation, reactions, learning, practice change, and ultimate benefits. These levels are useful for establishing program objectives. Examples are given.

Bloom, Benjamin S., Max D. Englehart, Edward J. Furst, Walter H. Hill, and David R. Krathwohl. *Taxonomy of Educational Objectives: The Classification of Educational Goals; Handbook I: Cognitive Domain.* New York: David McKay Company, Inc., 1956.

This book says clientele learning occurs at different levels of depth and complexity, including: recall, understanding, application, analysis, synthesis, and emulation. It suggests setting objectives with a clear focus on learning outcomes expected, then organizing plans of action accordingly, and finally measuring whether the particular desired learning occurred.

Gronlund, Norman E. *Stating Objectives for Classroom Instruction,* 2nd Edition. New York: MacMillan Publishing Co., Inc., 1978.

A practical guide to stating objectives, this short book focuses on helping you identify and write about intended client performance or behavior after you have provided activities, meetings, newsletters, and other experiences.

Mager, Robert F. *Preparing Instructional Objectives,* 2nd Edition. Belmont, CA: Pitman Learning, Inc., 1984.

Though specifically about setting classroom objectives, this short book can be helpful in setting and writing goals and impact indicators. It gives ideas on objectives as Mager defines them, why we should care about them, and qualities of useful objectives. The keys are: be clear, precise, and behavioral.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction.* Syllabus for Education 305, Chicago: The University of Chicago Press, 1950.

This paperback's chapter on "What purposes should the school seek?" has many old but good ideas transferable to Extension. The basic idea in goal setting, as stated in this book, is to be clear about what clientele are going to be able to do, learn, and/or change, and to what extent there is to be successful impact.

ACTION

Action is the summary of what you and others will do to achieve objectives. It includes the major educational efforts and activities on state and local levels to help change the situation described in the first subheading, and to achieve the desired results/impact summarized in the objectives subheading.

The following checklist is a guide to the important elements needed in a well-written action subheading. On the next page, you will find an example of the action subheading, recorded on the major program plan form. Some of the items from the checklist have been identified for you in the example, by their numbers below.

Action Checklist

_____ **1.** Describes educational methods, actions, events and/or activities.

_____ **2.** Relates events/activities to objectives and desired clientele changes.

_____ **3.** Includes innovative, stimulating, and varied techniques.

_____ **4.** Provides opportunities for clientele to practice and achieve desired learning.

_____ **5.** Suits the participation patterns and learning styles of target clientele.

_____ **6.** Reflects logical, sequential connections between events, one building upon another.

_____ **7.** Includes dates, time schedule, and deadlines.

_____ **8.** Identifies different responsibilities of agents, specialists, administrators, and others.

_____ **9.** Commits necessary resources and enhances cooperation.

_____ **10.** Connects to other major programs and takes advantage of existing planned events.

_____ **11.** Includes plans for marketing and promoting the program.

_____ **12.** Provides opportunities for continual feedback/evaluation at key points.

_____ **13.** Is cost effective.

EXAMPLE

MAJOR PROGRAM PLAN

☒ New Plan ☐ Amendment

*TITLE—*Include State Name in Major Program Title* (Character Limit 75)

Control No.

US01 Farm Family Financial Management

*TEXT *(Also use each subheading, including astensk:* *SITUATION, *OBJECTIVES, *ACTION, *EVALUATION)

*SITUATION

Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One third of the state's 76,000 farms have high debt/asset ratios. Farm land values continue to decrease 5-10% per year from a 1980 high. U.S. District Court records show a two-fold increase in farm and rural small, agriculturally dependent business bankruptcies in 1986. Inflation will continue at 4-6%, with annual loan interest rates between 10-12%. Statewide rural unemployment, above the national average, was 8% in 1986. A statewide survey shows 21% of the farm families have a long-range financial plan, and 35% maintain expense records. Rural health officials and church leaders report 5-25% increases in requests for family counseling and stress management. 500 4-H members, an increase of 45% over 1985, enrolled in the pilot computer finance/record keeping project.

*OBJECTIVES

1. Farm families' participation in financial management program (currently 5000) will increase 30% by 1991.
2. Participating farm families will learn budgeting, record keeping, credit management, and debt/asset, cash flow, and net worth analysis.
3. 60% of participating families will make changes in household financial planning, record keeping, and credit use.
4. 40% of participating farm families will develop and implement long-range financial plans based on analysis of their goals.
5. Enrollment in pilot 4-H computer finance and record keeping project (currently 500) will increase 100%.
6. 50% of 4-H participants will gain knowledge and skills in budgeting, record keeping, and financial analysis.
7. Small agricultural business management workshop participation (currently 200) will increase 50%.
8. Creditors' workshop participation (currently 100) will increase 50%.

*ACTION

State: Update Family Finance Home Study Course (1988). Develop computer program on financial analysis (1988-89). In-service education on financial planning and management skills for all agents in all program areas (1988). Compile Group Teaching Pac, newspaper articles, newsletters, and radio programs for agents and specialists (1988). Conduct 12 regional Workshops (1989-90).

Local: Jointly promote and conduct programs with local agri-businesses and financial institutions. Promote Home Study Course and Regional Workshops (1988-89). Conduct meetings on farm and family financial management, planning, and marketing skills. Use Group Teaching Pac materials (1989-91). Use computer programs for 4-H, small businesses, farms, and families (1989-91). Family counseling by request or referral (1988-91).

8. 7. 11. 4. 1. 10. 5.

50

Form ES-315 (Page 1 of 2)

How can you accomplish the desired changes you have identified?

What methods, actions, activities, and materials will best suit your identifed clientele group(s)?

What methods, actions, activities, materials, or combinations of these will best fit the subject matter?

What materials, ongoing programs, or other planned programs already exist that can be used?

For what resources, etc. do you need to get specific commitment from other people? When should you do that?

Who will develop the new materials needed? When and how will this be accomplished?

How will you build evaluation into your planned activities?

What will happen to your program plans if a new crisis occurs?

References

Beal, George M., Joe M. Bohlen, and J. Neil Raudabaugh. *Leadership and Dynamic Group Action.* Ames, IA: Iowa State University Press, 1962.

This easy-to-read paperback borrows from sociology and social psychology to explain basic ideas about effective group dynamics. It includes a wide range of techniques for getting people to work together.

Bergevin, Paul, Dwight Morris, and Robert M. Smith. *Adult Education Procedures.* New York: The Seabury Press, 1963.

This basic nuts-and-bolts handbook is for agents and specialists selecting and using procedures. It discusses selecting appropriate resources and carrying out planned activities. Gives examples of procedures and techniques such as field trips, interviews, panels, role playing, symposiums, buzz sessions, exhibits, and many others.

Bretz, Rudy with Michael Schmidbauer. *Media for Interactive Communication.* Beverly Hills, CA: Sage Publications, Inc., 1983.

Discusses media technology with which teachers and learners can interact. These include TV, slow scan, teletext, videotex, augmented audio systems, alphameric and media systems. After discussing each option, the authors give factors to consider when designing teleconference systems so that the medium fits the intended purpose.

Gagne, Robert M. and Leslie J. Briggs. *Principles of Instructional Design,* 2nd Edition. New York: Holt, Rinehart, and Winston, 1979.

The concepts of designing instructional and learning experiences are given. This book identifies basic principles of learning, such as reinforcement, repetition, and clear intended outcomes. It focuses mainly on the stages of designing instruction, such as analysis of needs and resources, determining objectives, preparing plans of action, selecting materials, and designing instructional sequences.

Gueulette, David G. (Ed.). *Microcomputers for Adult Learning: Potentials and Perils.* Chicago: Follett Publishing Co., 1982.

For those currently interested in understanding the potential of the microcomputer and how to better incorporate it into instruction, this collection of various readings addresses the fundamentals, computer literacy, C.A.I. software, and home telecommunications.

Kahler, Alan A., Barton Morgan, Glenn Holmes, and Clarence Bundy. *Methods in Adult Education,* 3rd Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1976.

This short text gives an overview of teaching methods that work well with adult learners. Uses a clear "what it is and how to do it" approach.

Klevins, Chester (Ed.). *Materials and Methods in Continuing Education.* New York: Klevens Publications, Inc., 1976.

These readings are very practical, including such topics as "adult learning centers," mass media use, contract learning, criteria for selecting materials, ERIC, and counseling.

Tough, Allen. *The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning,* 2nd Edition. Toronto: The Ontario Institute for Studies in Education, 1979.

This book discusses how adults may identify, develop, and pursue their own learning. Chapter 14 may be of particular interest to Extension faculty. It provides institutions and instructors with the practical implications of working *with* the adult learning situation and network instead of working against it.

Tough, Allen. *Intentional Changes: A Fresh Approach to Helping People Change.* Chicago: Follett Publishing Co., 1982

A companion to *The Adult's Learning Projects,* this book provides more insights on what professionals can do to help learners learn on their "own turf." Specifically included are how to: (1) improve individuals' ability to manage change, (2) help their goal selection, (3) provide information on opportunities, (4) reduce restrictions on learning choices, (5) give support, and (6) improve effectiveness of professionals.

Williams, Frederick. *The Communication Revolution* (Revised). New York: Mentor, 1983.

This paperback introduces a complex and changing field. It gives quick, simple, popularized perspectives on satellites, computers, microprocessors, radio and telephone services, cable, videotext, and electronic mail and money. It can help you find new methods to complement the more frequently used ones.

EVALUATION

The evaluation subheading specifies the evaluation users, and the methods and schedule for measuring and analyzing data on your program. These measurements and interpretations provide the means for determining whether the program objectives were met. Management and analyses should be an integral part of your plan of action.

The following checklist is a guide to the important elements needed in well-written plans for evaluation. On the next page, you will find an example of the evaluation subheading recorded on the major program plan form. Some of the items from the checklist have been identified for you in the example, by their numbers below.

Evaluation Checklist

_____ **1.** Is consistent with Situation, Objectives, and Action.

_____ **2.** Has a clear purpose.

_____ **3.** Will meet intended users' needs.

_____ **4.** Will use practical methods to provide the evidence needed by the users to judge program impact.

_____ **5.** Includes procedures for analysis and interpretation of data.

_____ **6.** Uses procedures which are feasible, given practical constraints.

_____ **7.** Uses procedures which are humanistic, legal, and ethical.

_____ **8.** Allows for adjustment as program progresses.

_____ **9.** Will be cost-effective.

_____ **10.** Includes creditable measurement and analysis.

_____ **11.** Includes plans for distribution and use of evaluation findings.

EXAMPLE

MAJOR PROGRAM PLAN

☒ New Plan ☐ Amendment

*TITLE—*Include State Name in Major Program Title* (Character Limit 75)

Control No.

US01 Farm Family Financial Management

*TEXT *(Also use each subheading, including asterisk:* *SITUATION, *OBJECTIVES, *ACTION, *EVALUATION)

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Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One third of the state's 76,000 farms have high debt/asset ratios. Farm land values continue to decrease 5-10% per year from a 1980 high. U.S. District Court records show a two-fold increase in farm and rural small, agriculturally dependent business bankruptcies in 1986. Inflation will continue at 4-6%, with annual loan interest rates between 10-12%. Statewide rural unemployment, above the national average, was 8% in 1986. A statewide survey shows 21% of the farm families have a long-range financial plan, and 35% maintain expense records. Rural health officials and church leaders report 5-25% increases in requests for family counseling and stress management. 500 4-H members, an increase of 45% over 1985, enrolled in the pilot computer finance/record keeping project.

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*EVALUATION

Ask stakeholders to indicate reports desired. Conduct pre- and post-knowledge tests in home study course and financial management workshops. Participants will indicate plans to apply ideas from home study course and financial workshops. Follow-up surveys of participants in workshops, home study, in-services and computer programs at 6 and 12 months will identify extent of goal achievement. Counseling case logs will be analyzed for changes.

5. 4. 3. 9. 1.

Working Questions

Who will need or want the data on program results? Who are the stakeholders?

What criteria are important for guiding the measurement of the program?

What measurement method(s) will best provide needed data? How will you determine if they are valid and reliable?

What measurement method(s) will best fit into your plan of action? Will data collection be an integral part of program activities?

How will you know if the desired impact has occurred?

How will you determine the program's value to participants?

Will you be able to determine the program's cost effectiveness?

Will the data be able to be analyzed efficiently?

How will the evaluation findings be communicated to key users?

Is the planned evaluation feasible? Can evidence be collected, analyzed, and disseminated within available staff time and budget?

References

Butler, Lorna Michael and Robert Howell. *Coping with Growth: Community Needs Assessment Techniques.* WRET 44, Corvallis, OR: Western Rural Development Center, October 1980.

Discussion of different data collection techniques using four group interviews.

Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method.* New York: John Wiley and Sons, Inc., 1978.

Step-by-step details of how to conduct successful mail and telephone surveys are given for those with some knowledge of purposes and procedures of survey research. The many variables influencing response rate are discussed.

Guba, Egon G., and Yvonna S. Lincoln. *Effective Evaluation.* San Francisco: Jossey-Bass Inc., Publishers, 1981.

This book presents an alternative model to traditional, structured, prescribed, and pre/post "experimental" evaluation approaches. The premise is that data from such earlier types of evaluations often went unused. It includes suggestions on how to use responsive and natural inquiry approaches. The key is considering the concerns and issues of stakeholder audiences when designing an evaluation.

Joint Committee on Standards for Educational Evaluation. *Standards for Evaluations of Educational Programs, Projects, and Materials.* New York: McGraw-Hill Book Company, 1981.

This book provides explanation and examples of the standards for evaluation: utility, feasibility, propriety, and accuracy.

Journal of Extension, Special Issue, Program Evaluation in Extension, Volume XIII, (March/April, 1975).

Includes six varied articles to provide Extension professionals with background information for developing evaluation methodology.

Patton, Michael Q. *Qualitative Evaluation Methods.* Beverly Hills, CA: Sage Publications, Inc., 1980.

Patton explores how to "open up" data collection beyond the traditional, quantitative, hard data-oriented methods with a discussion on collecting data in difficult, intangible and problematic areas.

Patton, Michael Q. *Utilization-Focused Evaluation.* Beverly Hills, CA: Sage Publications, Inc., 1984.

An easy-to-read book which describes a utilization-focused approach to evaluation. It incorporates the realities of the political nature of decision-making and the potential power of evaluation as information that helps reduce decision-makers' uncertainty.

Sudman, Seymour and Norman M. Bradburn. *Asking Questions: A Practical Guide to Questionnaire Design.* San Francisco, CA: Jossey-Bass Inc., Publishers, 1982.

This practical guide provides information on wording questions to secure valid information, accurate construction and format of questionnaires, and a glossary, including many sample questionnaires.

Warner, Paul D. and James A. Christenson. *The Cooperative Extension Service: A National Assessment.* Boulder, CO: Westview Press, Inc., 1984.

This book presents a summary and interpretation of a national assessment of Extension. This study gives us comparative or normative data on people's awareness of Extension, who is reached, their satisfaction with Extension's efforts, their support, and policy issues to be faced. The methodology section offers suggestions for doing impact assessment on state levels, but findings also serve as standards for other studies.

Wright, Joan and Connie McKenna. *Accomplishment Reports: Some Ideas and Examples.* Raleigh, NC: North Carolina State University, 1985.

This handbook is a practical guide for extension staff in planning and implementing major program evaluations. It contains sample major program plans and accomplishment reports, which describe the results achieved. The focus is on plans for evaluation, and the methods used in the examples can be adapted to many Extension programs.

Statistical and Summary Page

In addition to the narrative text, the major program plan form asks for additional important information. The *Cooperative Extension System Reporting Guidelines, October 1, 1987–September 30, 1991* gives specific detail for each requested item. Such detail for the major program example, "Farm Family Financial Management," is provided here for your reference.

Scope

The number of counties involved in this major program is 65 *of 72* counties in the state. In some major programs in this state, however, only 15 to 20 counties may be involved. In others, all counties may be included.

All four program areas in this state are involved in this major program. In some other major programs from this state, only one, two, or three may be involved.

Keywords

No additional **keywords** are listed. This means that all of the words others might use to search the NARS database have already been used. This may not be true for all major programs.

Estimated Results/ Impacts

Estimated results and impacts are summarized statewide, quantified, and labelled. These are taken directly from the objectives stated in the major program plan narrative. Note:

Numerical base is given for percentages used.

Numbers are labelled to avoid ambiguity.

Changes in clientele are based on cumulative numbers over the four-year timespan in the program cycle.

No activities are listed.

Participation numbers are provided; changes in clientele are emphasized.

Estimated FTEs

Staff resources committed to this major program effort are given in full-time equivalents (FTEs) aggregated statewide each year to include state, area, and local professional (22 to 28), paraprofessional (6 to 10), and volunteer time (8 to 14) committed to this major program.

Consistent with reporting guidelines, FTEs are calculated to *one* decimal point.

Reporting Schedule

1989 and 1991 are indicated as years in which accomplishment reports will be provided to ES-USDA on this particular major program.

No state impact study which includes this major program is planned for this four-year program cycle.

Contact

The program contact identified is the individual best qualified to answer questions and provide additional information about the program.

"Same" is used to indicate that the previously named individual is also designated to respond to reviewer queries on the plan of work, annual update, and/or annual report.

EXAMPLE

US01 Control No. Major Program Plan (continued)

***SCOPE**

No. of counties in state 72
No. of counties in program 65
Program area(s) cooperating in program: Agriculture, Home Economics, 4-H, Community Resource Development

***KEYWORDS**

***ESTIMATED RESULTS / IMPACTS**	**Estimated Quantity (Total in 4-yr cycle)**
Financial management knowledge increased.	6500 farm families
Improved financial management practices adopted.	3600 farm families
Long-range financial management plans developed.	3300 farm families
Completed computerized financial management project.	1115 4-H members

***ESTIMATED FTEs**

Year	Professional	Paraprofessional	Volunteer
1988	28.0	6.5	8.8
1989	24.0	8.2	10.0
1990	22.5	8.8	12.0
1991	22.5	10.0	14.0

***REPORTING SCHEDULE**

Year	Accomplishment	Impact Study
1988		
1989	X	
1990		
1991	X	

***CONTACT(S) (Name, Title, Address, Zip Code, Telephone & Extension, Elec. Mail ID)**

PROGRAM

M. E. Worthitall, Specialist
Extension Hall, Room A-1
University Station
Any City, US 00000
(111) 222-3333 AGS001

ADMINISTRATIVE

Same

Advisory Committee Members

James Ashton
Area Agent, Community Issues
New York Cooperative Extension Service

Colleen Cooper
Staff Development Specialist
Michigan Cooperative Extension Service

Fred Deneke
Forestry Management Specialist
Extension Service
U.S. Department of Agriculture

Delores Ellis
Program Leader, Home Economics
Virginia Cooperative Extension Service
[was Extension Advisor, Home Economics, Illinois
Cooperative Extension Service during much of this project]

Louise Hyers
Specialist, Personnel and Staff Development
Georgia Cooperative Extension Service

Francis Januschka
County Agricultural Agent
Minnesota Agricultural Extension Service

Algie Key
District Agricultural Agent
Tuskegee Institute, Alabama Extension Service

Alvin Lesser
District Director
Colorado Cooperative Extension Service

Nancy Weiss
Assistant Director, 4-H and Youth
Connecticut Cooperative Extension Service

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